

National Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Whybridge Junior School				
Academic Year	2018/19	Total PP budget	£99,000	Date of most recent PP Review	16/11/2018
Total number of pupils	253	Number of pupils eligible for	67	Date for next internal review of this	16/11/2019

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	81%	87%	70%
% making expected progress in reading (as measured in the school)	81%	92%	80%
% making expected progress in writing (as measured in the school)	81%	89%	83%
% making expected progress in mathematics (as measured in the school)	86%	89%	81%
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Engaging parents in importance of attendance and punctuality.		
B.	Mental and environmental wellbeing and associated behaviours		
C.	Parental engagement and support for disadvantaged children.		
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>			
D.	Changing demographic: staff understanding the changes of the cohort and how best they can support this.		
E.	High in year pupil mobility		

4. Intended outcomes (<i>specific outcomes and how</i>)		Success criteria
A.	Initiatives undertaken impact on the progress of PP children so they make the same or better progress than their peers.	Provide support for parents to show them how to support in English and Maths. HSSW to engage parents to attend workshops, parent's evenings and academic events. Higher attendance at curriculum clubs (boosters), Easter school and SATs breakfast. More children complete their homework. Parents understand the different strategies taught to the children.
B.	To ensure quality first teaching is being delivered through and engaging, enriched and cross curriculum.	Staff are more confident to deliver the curriculum. Attainment increases across the school. Lessons are engaging. Children enjoy school. Children are engaged. Writing becomes more engaging.
C.	To support the role of HSSW to ensure a positive and accountable impact is had.	HSSW to work with families to support the importance of attendance and punctuality so that PP children's attendance differences diminish.
D.	To support the progress of children with multiple indicators.	Children with multiple indicators are tracked. Extra support is given to these children to support their progress. Progress for children with multiple indicators improves.

5. Planned expenditure	
Academic year	2018/2019
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	
i. Quality of teaching for all	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Purchase of ICT enrichment programs access at home.	All children have access to online curriculum programmes at home. Children embed their learning at home using technology.	A number of PP children do not engage with their weekly homework. Parents do not support this.	Staff to set weekly homework. Staff to track amount of time it is used. Homework club is provided if a child does not have access at home.	All staff Head of English Head of Maths	Termly
Training for all staff on wider curriculum to embed learning and spaced repetition- to be used in quality first teaching .	All teaching staff are able to plan and deliver lesson which provide the best opportunities to embed the learning.	To ensure that PP children are provided the best delivery of the curriculum, which embeds previous learning. Their progress is accelerated.	HOS to provide high quality CPD schedule. Staff to deliver CPD.	HOS Head of subject.	Termly
Purchase ICT hardware and Smartboards for every class.	Teachers to deliver high quality engaging lessons.	Engagement of PP children is often lower than non-PP children. Lower level behavioural issues are diminished if all children are engaged. More learning can take place.	Observations using the technology. Tracking behaviour – less low level behaviour issues.	HOS Finance officer Teachers	Yearly
Total budgeted cost					£32,254
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents are engaged and supporting their children with their learning.	HSSW to liase with identified families and support them in engaging with school – thus removing the barriers to learning.	Children who are supported at home by their families make greater progress than those who are not.	Regular meetings with the HSSW and class teachers to discuss things that are working for these children. Parents evening attendance is tracked.	HSSW Class teachers	Termly

Purchase of textbooks to support children's and parent's understanding of the Maths and English curriculum. – to support homework.	Every PP child to receive a CGP Maths and English textbook. Year 6 receive SATs textbooks and Higher level learners receive higher level books.	Historically homework was not being completed or was often incomplete. Parents could not support the children with their homework as they did not understand the concepts.	Homework is linked to CGP books. Use of them in lessons too.	SENDco Class teachers.	Yearly
To provide targeted intervention to PP children – outside of school hours (booster groups, Easter school, morning boosters).	Progress and attainment to be enhanced.	To diminish the difference between PP children and their non-PP peers. Non-PP have historically performed better.	Gap analysis on need of the children to be completed. Interventions to target needs of children.	Teachers	Half Termly
To implement Thrive approach.	To ensure all children are ready to learn. To remove barriers to learning. To address mental health problems as a barrier to learning.	If children have emotional barriers to learning, it is thought that progress and achievement will be to the child's full potential.	Thrive club to run during each lunchtime to provide a safe place for children. Thrive club will run after each lunch time to address any issues that may have arisen during the day and to help the children regulate; therefore, they are ready to learn. Thrive club will also provide personalised sessions to targeted children. Behaviour tracked by teachers.	Thrive practitioner Class teachers SENDco	Half termly
Total budgeted cost					£60,808
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide opportunities for children to join after school clubs e.g. football, dance and multi-skills.	Children are more engaged with school and their peers. To develop their enjoyment of school activities and build positive relationships.	Children who enjoy school are more likely to have improved attendance and engagement. The more positive relationships children create the more they will enjoy school. Belonging to a club will raise their self-esteem.	Ensure parents know what is available and how school can support funding.	PE Co-ordinator After school clubs manager HSSW	Termly

Provide funding for school	Ensure children are able to participate fully in all areas of the curriculum.	Children are not left out or unable to attend out of school learning opportunities. PP children access the same curriculum as their peers.	Class teachers to liaise with the office and HSSW about how has not paid – this is to be raised with SENDco and finance officer.	HSSW Class teachers SENDco Finance officer	Before trips
Total budgeted cost					£5,947

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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7. Additional detail